

**THE INFLUENCE OF USING RAPID WRITING STRATEGY TOWARD
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT SECOND
SEMESTER OF THE EIGHTH GRADE LEARNER OF MTs
HASANUDDIN KUPANG TEBA TELUK BETUNG
IN THE ACADEMIC YEAR OF 2020/2021**

A Thesis

**Submitted as a Partial Fulfillment of
The Requirements for S-1 Degree**



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC
UNIVERSITY LAMPUNG
2021 M**

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**Submitted as a Partial Fulfillment of
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**TARBIYAH AND TEACHER TRAINING FACULTY
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ABSTRACT

THE INFLUENCE OF USING RAPID WRITING STRATEGY TOWARD STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT SECOND SEMESTER OF THE EIGHTH GRADE LEARNER OF MTs HASANUDDIN KUPANG TEBA TELUK BETUNG IN THE ACADEMIC YEAR OF 2020/2021

**By:
Cindy Septiani**

In the process of teaching and learning English, many students' find some difficulties in learning English. In turn to handle the students problem. Some techniques were needed by teacher to overcome that problem. The researcher used rapid writing strategy as a strategy toward students' ability in writing descriptive text. The aim of the research is to know whether there is an influence of using rapid writing strategy toward students' descriptive text writing ability at second semester of the eighth grade learner of MTs Hasanuddin Kupang Teba Teluk Betung in the academic year 2020/2021.

The design of this research was pre experimental design. The population of this research was the students of MTs Hasanuddin Kupang Teba Teluk Betung at the eighth grade. The researcher chose the sample randomly by using cluster random sampling technique. In collecting the data, the researcher used instrument in written form, pre test and post test. The researcher did the pre test to find out the students' descriptive text writing ability before conducting the treatment and did the post test to find out the students descriptive text writing ability after conducting the treatments. Before analyzing the data, the researcher did test for normality and homogeneity. The result of the data had normal distribution and the variance of the data had homogenous. Therefore, to analyze the data, the researcher used paired sample t-test

The researcher analyzed the data using paired sample test. The result of paired sample test where t_{observed} was 19.571 and t_{table} 2.048. It means, t_{observed} is higher than t_{table} shown by $19.571 \geq 2.048$. So, H_0 is rejected and H_a is accepted. It means there is influence of using rapid writing strategy toward students' descriptive text writing ability at second semester of the eighth grade learner of MTs Hasanuddin Kupang Teba Teluk Betung in the academic year 2020/2021.

Keywords: *Pre-Experimental Design, Rapid Writing Strategy, Writing Ability.*



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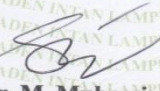
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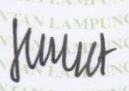
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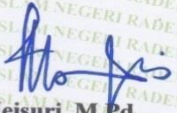
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Certify that thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other writers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standard.

Bandar Lampung, March 11th 2021

The researcher



Cindy Septiani

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MOTTO

وَابْتَغِ فِيمَا آتَاكَ اللَّهُ الدَّارَ الْآخِرَةَ وَلَا تَنْسَ نَصِيبَكَ مِنَ الدُّنْيَا وَأَحْسِنْ كَمَا أَحْسَنَ اللَّهُ إِلَيْكَ وَلَا تَبْغِ الْفَسَادَ فِي
الْأَرْضِ ۚ إِنَّ اللَّهَ لَا يُحِبُّ الْمُفْسِدِينَ

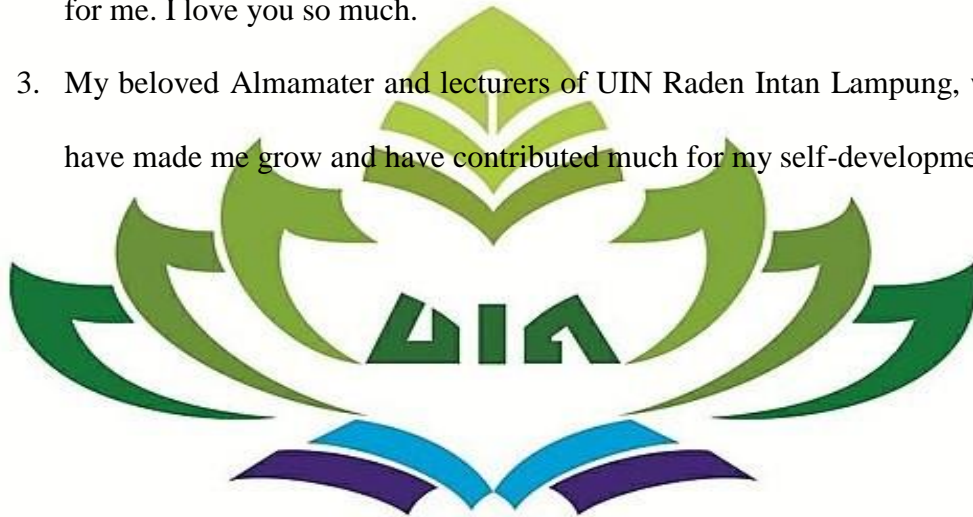
And seek(reward) the land of the hereafter with what Allah has given you, but do not forget your part in the world and do good (to others) as Allah has done good to you, and do not do damage on earth. (Qs. Al. Qasas-77)



DEDICATION

All praise to Allah for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

1. My beloved parents, Mr. Suryadi and Mrs. Apriani Roza who always pray for my success and give me motivation and support to study hard until now. I love them so much, Allah blesses you all.
2. My beloved only one sister Sisca Hardiyanti, S.Kom and my brother in law Rozak Yangmana who always support and advice, motivate and pray for me. I love you so much.
3. My beloved Almamater and lecturers of UIN Raden Intan Lampung, who have made me grow and have contributed much for my self-development.



CURRICULUM VITAE

The name of the researcher is Cindy Septiani. She was born on September 14th 1998 in Panjang, Bandar Lampung. She is the second child of two children of a couple Mr. Suryadi and Mrs. Apriani Roza. She has only one sister namely Sisca Hardiyanti.

The researcher began her study in kindergarten at Kurnia School in 2003. Elementary School at SDN 03 Babatan South Lampung in 2004 and finished in 2010. After that, she continued her study at Junior High School at SMP 01 Katibung South Lampung and finished in 2013. Then, she continued her study at Senior High School at SMAS Taman Siswa Teluk Betung and finished at 2016. In the same year, she continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education. Then, in 2019 she has KKN in Batanghari, East Lampung for 40 days with another faculty. After that, in the same year she has PPL in MTs Hasanuddin Kupang Teba Teluk Betung.

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First of all, all praise is to Allah SWT, the Most Merciful, and the Most Beneficent for His Mercy and Blessing were given to the researcher during the study and in completing this thesis. Then, peace and salutation maybe upon to the great messenger Prophet Muhammad SAW, who always brings us from the stupidity to the cleverness.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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7. My beloved freind of English Education class F has been being my biggest support since 2016 until now.

Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this final project are always open-heartedly welcome.



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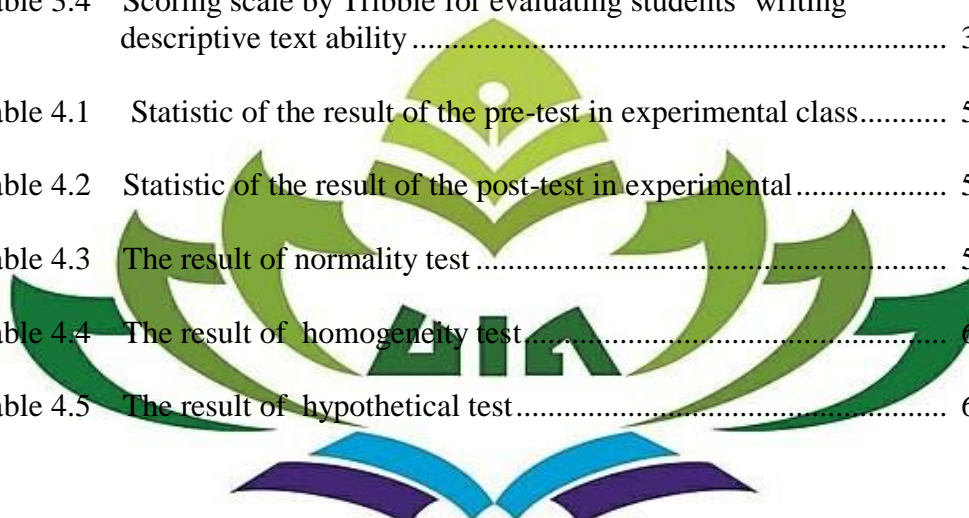
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CHAPTER I INTRODUCTION

A. Background of the Problem

In the world of many different kinds of language such as Indonesian, Mandarin, Arabic and English. Agnes states that language is a system of vocal sounds and combinations of such sounds to which meaning is attributed, used for the expression or the communication of thought and feeling.¹ The aims of communication are not only to get the information but also to express the feelings in our minds. For this reason, language is needed to communicate with other people. Based on the explanation, language is a tool of communication used by many people to express their feelings, ideas, and desires in order to make the people understand about what they mean.

In English, there are four basic skills that must be mastered. They are listening, speaking, reading, and writing.² Jacob declares that writing is the last basic language skill that considered being the most difficult one and it is also more complex than other skills because the researcher must have the ability to express the ideas and use an appropriate vocabulary and accurate grammar so the readers will be easy to understand the language used in written communication.³ In short, everybody who

¹ Michael Agnes, *Webster's New World College Dictionary 4th Edition*, (Canada: Wiley Publishing, 2002,), p.805

² Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215

³ Jacobs, Holly.D.S.A. Zingraf, Rwormuth, D.V.F. Hartfiel, & J.B. Hughes, *Testing ESL Composition: A Practical: A Practical Approach*, (Tokyo:, Newbury House Publisher Inc, 1981), p.90

wants to write, he or she does not only think about what they will write but also they must pay attention to the grammar.

Another theory from Raimes, writing is a skill which expresses the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain and hand.⁴ Thus, writing is basically the process of expressing ideas and thoughts of the learner using knowledge of structure and vocabulary to combine the ideas as means of communication because writing is also not an easy subject, it is not only transcribing language into written symbol, but also as thinking process. If the students have mastered these skills, they will be able to write; not only reading what they write, but also other readers can understand it.

Based on preliminary research in MTs Hasanuddin Kupang Teba Teluk Betung by interviewing the teacher and giving the questionnaire to the students. Miss. Elviarni, as the English teacher says that there are many problems when teach English subject, students have various difficulties, such as they can make different mistakes in the English pronounce, grammar, and vocabulary usage. There are connection among four skills, like listening, speaking, reading, and writing. An English teacher always faces a challenges to teach learning English subjects especially for writing skill. The students problems are: (1) the students still can not figure out idea to write, (2) the

⁴ Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983,), p.76.

students have lack of motivation to improve their vocabularies, (3). The students felt difficulties in developing paragraph that is suitable with the context.⁵

From that interview, the qualification score of students at the eighth grade Mts Hasanuddin Kupang Teba Teluk Betung have been got. It can be seen that from table 1.1

Table 1.1
Qualification Score at the Eighth Grade students of Mts Hasanuddin Kupang Teba Teluk Betung

| No | Range | Qualification | Class | | | |
|-------|--------|------------------------|-------|-------|-------------------|------------|
| | | | VIIIA | VIIIB | Total of Students | Percentage |
| 1 | 80-100 | Excellent to very good | 3 | 5 | 8 | 12,9% |
| 2 | 66-79 | Good to Average | 5 | 9 | 14 | 22,6% |
| 3 | 56-65 | Fair to Poor | 14 | 11 | 25 | 40,3% |
| 4 | <55 | Very Poor | 7 | 8 | 15 | 24,2% |
| Total | | | 29 | 33 | 62 | 100% |

Source: English teacher of Mts Hasanuddin

Based on the table above, from Class VIII A and VIII B at the Eighth grade of Mts Hasanuddin Kupang Teba Teluk Betung, the total number of students were 62. From 62 students, there were 8 students who got score in criteria excellent, 14 students who got score in criteria very good, 25 students who got score in criteria fair to poor, and 15 students who got score in criteria very poor. Therefore most of students still faced difficulties.

The writing score was calculated based on the following scoring systems proposed by Tribble. He argues that there are five scoring criteria writing score; they

⁵Mrs. Elviarni, An English Teacher of MTs Hasanuddin Kupang Teba, on Tuesday, Oktober 12th, 2020. Unpublished.

are content, organization, vocabulary, language, and mechanics.⁶ According to the five criteria above relating to students at the eighth grade of Mts Hasanuddin Kupang Teba, the result being on fair to poor score, it shows that most students still face difficulties in learning English subjects.⁷

There are some factors of students' problems in writing skill especially in descriptive text that the researcher found, by giving them questionnaire, the students' problems were the students got difficulties in gathering idea well and organizing idea. Those problem appears because some students have lack of vocabularies and the teaching strategy that teacher used were less interesting.

Therefore, based on the problems above this research was applied the strategy in teaching and learning writing to help students improve their ability in writing. Then, by knowing the problems in teaching and learning writing used rapid writing strategy. Rapid writing strategy is one of the effective strategies to improve students writing skills. Bright claims that rapid writing strategy is an effective strategy that encourages fluency.⁸ In another word, this strategy can help the teachers to teach the student in writing fast.

Rapid writing strategy are effective to be implemented in teaching learning writing. It has been revealed by previous research conducted by Eka Widi Riyanti, in

⁶ Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University, 1996), p.130

⁷ Mrs. Elviarni, An English Teacher of MTs Hasanuddin Kupang Teba, on Tuesday, Oktobr 12th, 2020. Unpublished

⁸ Robin Bright, *Write Through the Grades: Teaching Writing in Secondary School*, (Canada: Portage&Main Press, 2007), P. 54

title the use of Running Dictation Game and Rapid Writing Strategy to Improve the Students' Writing Skills. This Strategy to find out the significant influence of students writing skill using running dictation game and rapid writing strategy.⁹ Besides, another research conducted by Riana Oktavianingrum about the Implementation of Rapid Writing Strategy also revealed that rapid writing strategy be able to help and guide the students to write without worry of spelling. By giving students five minutes to write more word, particularly in descriptive text writing.¹⁰

During COVID 19 this research conducted using online learning through WhatsApp as the media. The researcher was focused on writing descriptive text because it is suitable with the material in the English Curriculum for Junior High School. The difference between the researcher and previous research is the types in the reconstruction of rapid writing strategy on text completion, times allocation, and focus on personal descriptive text. Then, this research used pictures and videos to provide explanations about descriptive text and how to used rapid writing strategy.

On the explanations, this research was conducted entitled "The Influence of Using Rapid Writing Strategy Towards Students' Descriptive Text Writing Ability at the Second Semester of the Eighth Grade Learner of MTs Hasanuddin Kupang Teba Teluk Betung in Academic Year of 2020/2021.

⁹ Eka Widi Riwayanti, " The Use of Running Dictation Game and Rapid Writing Strategies to Improve the Students Writing Skills of The Eight Grade Students of MTS N Susukan in The Academic year of 2017/2018, Disertai Program English Education Departmen of Teacher Training, IAIN Salatiga

¹⁰ Riana Oktavianingrum, 2019, *The Implementation Of Rapid Writing Strategy in Teaching Writing Descriptive Text*, Journal, SMP Kyai Hasyim Surabaya

B. Identification of the Problem

Based on the background above there are many problems in writing skill, the problems as follows:

1. The students got difficulties in gathering ideas.
2. The students are lack motivation to improve their vocabularies
3. The students had difficulties in developing paragraph that is suitable with contex.
4. The teacher's way of learning English subject especially in writing skills still less interesting.

C. Limitation of the Problem

This research was focused on the Influence of Using Rapid Writing Strategy Towards Students' Descriptive Text Writing Ability at the Second Semester of the Eighth Grade of MTs Hasanuddin Kupang Teba Teluk Betung in the Academic Year of 2020/2021.

D. Formulation of the Problem

The formulation of the problem is formulated as follow:

“Is there any significant influence of using rapid writing strategy towards students' descriptive text writing ability at the second semester of the eighth grade of MTs Hasanuddin Kupang Teba Teluk Betung in the academic year of 2020/2021?”

E. Objective of the Research

Based on the formulation of the problem, the objective of the research was to know whether or not there is significant influence using rapid writing strategy towards students' descriptive text writing ability at the second semester of the eighth grade of MTs Hasanuddin Kupang Teba Teluk Betung in the academic year of 2020/2021.

F. Uses of the Research

The uses of the research are as follow:

1. Theoretically

The implication this research was supported the previous theories about the influence of using rapid writing strategy towards students' writing ability in descriptive text at the eighth grade of Junior High School.

2. Practically

The result of the research perhaps was used to give some information whether there is any improvement of students' writing ability in descriptive text after being taught by using rapid writing strategy.

a) For the Students

From this research, the researcher hopes that the result is useful for the students so that can help their difficulties in writing ability especially in a descriptive text by using rapid writing strategy and get experience about how to learn writing by using this strategy. Then, this research can help the

students to clarify their thoughts by alternating between writing and thinking about descriptive text to make it be on time.

b) For the Teacher

The result of the study provided information to English teacher about the procedure of teaching descriptive text through rapid writing strategy especially in reconstruction activities (text completion) and also Rapidly generate fresh ideas about topics in any subject area.

c) For the Other Researcher

This research hopefully can be the inspiration for the other researcher to develop this strategy.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the second semester of the eighth grade of MTs Hasanuddin Kupang Teba Teluk Betung in the academic year of 2020/2021.

2. Object of the Research

The object of the research were the use of using rapid writing strategy and students' descriptive text writing ability.

3. Place of Research

The research was conducted at MTs Hasanuddin Kupang Teba Teluk Betung.

4. Time of Research

The research was conducted at the second semester of the eighth grade of MTs Hasanuddin Kupang Teba Teluk Betung in academic year of 2020/2021.



CHAPTER II

FRAME OF THEORY, FRAME OF THINKING, AND HYPOTHESIS

A. FRAME OF THEORY

1. Concept of Teaching English as a Foreign Language

English is one of more popular international foreign language that is used by many people around the world. People use it to communicate or to interact with other people in doing their daily activity life. English must be taught in order to the students are able to compete in this global era. Many of the requirements, like getting jobs and continuing study need English skill. In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping students to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.¹¹ It means that teacher had to make the students felt comfort and interested in studying subject by using a creative technique so the students focused on learning process.

Muhassin argues that as teaching English is a complex activity, not every teacher applies the same activities by implementing the same communicative activities.¹² English teachers can make the language learning effective by implementing

¹¹H. Douglas Brown, *Teaching Principle of Language and Teaching*, (San Fransisco: Practice Hall Regents, 1994), p.7

¹² Mohammad Muhassin, Teachers' Communicative Activities in Teaching English as A foreign Language (TEFL): A Study at Sman 9 Bandar Lampung, *Humaniora* 7, No.4, 2016. P. 485

communicative activities. To establish such condition, teachers can perform some activities which invite students to speak or communicate with others in the classroom. Therefore, the teacher has to be creative in creating a lesson through appropriate task and students can be active and successful in pair and also group work. Based on the explanation, English is one of important languages that is taught in Indonesia. In teaching English, the teacher should be able to create a comfortable class and use creative techniques so the students will be interest in learning English.

2. Concept of Writing

Based on Browns' theory writing is important in human life and as a communicative act that transmit information and link people together.¹³ Accordingly, students are expected to convey the ideas, feelings, and knowledge in written language. Writing is language skill that involves language production and therefore as productive skill.¹⁴ Consequently that writing will show many things about the researcher such as the way of thinking, knowledge, problem solution and others.

Writing is a progressive activity. When you first time write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and

¹³ Ann Brown, *Helping Children to Write*, (Liverpool: Paul Chapman Publishing Ltd, 1993.), p.2

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching* (3rd ed), (New York: Longman Publishing, 2006), P.16

make changes and corrections.¹⁵ In short, writing is an activity that use thought, mind, and feeling based on what we wants to write.

Based on several definitions about writing above, it can be concluded that writing is not simple because writing requires some aspects not only grammar, rhetorical devices, vocabulary, but also other elements. The writing is one of language skills besides listening, speaking, and reading. It is used to communicate or express our idea, thinking, and feeling indirectly to another person as a reader.

3. Concept of Writing Ability

Brown states that for almost six decades now research and practice in English language teaching has identified the four skills, they are listening, speaking, reading and writing as of paramount importance.¹⁶ Raimes claims that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.¹⁷ Elbow also says that writing is the ability to create words or idea of the researcher.¹⁸ Therefore writing ability is one of English skill that aims to express the ideas, thoughts, and feelings in order to the readers can understand about the researchers' ideas, thoughts and feelings.

Writing have some components that must be attended. Tribble argues that there are five scoring criteria for scoring of writing; they are task fulfillment or content,

¹⁵ Alice Oshima, Ann Hogue, *Writing Academic English*, (3rd Ed) (New York: Addison Wesley Longman, 1999), p.3

¹⁶ H. Douglas Brown, *Teaching by Principles*, (San Fransisco: Longman, 1997), p.217

¹⁷ Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University press, 1983), p.2

¹⁸ Peter Elbow, *Writing with Power: Techniques for Mastering the Writing Process. Proposed from Rafika Mutiara's Journal about Teaching Descriptive Text by Using Guided WH-Questions*, (New York : Oxford University Press, 1980), p. 53

organization, vocabulary, language, and mechanics.¹⁹ In addition, Brown and Bailey also design an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from unacceptable to be excellent.²⁰ The categories are content, grammar, organization, vocabulary, and mechanics. In short that in doing writing, the students have to attend the five components of writing in order to create good writing.

From the explanation about writing ability, the researcher concluded that writing ability is the ability to create words or idea of the researcher by expressing their ideas, feeling, and thought in order to transfer a message to the reader.

4. The writing process

Writing is not an instant process. It takes time and engages so many activities. The activities are prewriting, drafting, revising, and editing. Clouse argues that in the process of writing, the researchers do not easily move from step to step. The researchers sometimes need to double-check before going to the next process, or sometimes they need to move backward if they have an idea to add in their writing.²¹

a. Prewriting

Prewriting can be defined as the use of random ideas in developing text when the researcher was lack inspiration. The activities in prewriting are brainstorming, free writing, collecting data, note taking, outlining.

¹⁹ Christoper Tribble, *Language Teaching Writing*, (Oxford: Oxford University, 1996), p. 130

²⁰ *Ibid*, 130

²¹ Barbara Fine Clouse, *A troubleshooting Guide Strategies and Process for Writers*, (New york: McGraw-Hill, 2005), p. 5-6

b. Drafting

Drafting can be defined as writing down some idea that come into mind. Then, this draft can be shaped and refined in the next stage. This first draft is usually rough, which is why it is called the rough draft.

c. Revising

Revising is a process when the researcher rework the rough material of the draft to get it in shape. This process is a time consuming, difficult part of the process because the researcher should express the ideas in the best order and in the best way, so the reader can get the researcher's idea.

d. Editing

Editing is the last process of writing. In this process, the researcher should hunt for errors, especially in gramatical errors. The researcher should edit more than once, so the writing can be free of errors.²²

5. The Purpose of writing

Every written text has a purpose. Even the text that is written in simple words such as advertisement has the purpose to persuade the reader to buy the thing that

²² Ibid, P. 5

they sell. Stead and Hoyt state that there are five common purposes of writing they are to instruct, to inform, to persuade, and to narrate, to response.²³

6. The Elements of Writing

The elements of writing although the writing process has been analyzed different ways, most of teachers would may agree in recognize least of following five general components, they are:

a. Developing Ideas

The topics that were given to the students were considered familiar to the students. However, in this research there were some students who unable to develop their ideas well. It might be because they did not understand how to develop the ideas.

b. Organizing Ideas

A paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. Transitional, or connecting, words and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences". In organizing the ideas the students have to use two components of generic structure of writing descriptive, they are identification and

²³ Putri Aisah Ningsing, *The Effectiveness of Teaching Writing Recount Text By Using Facebook*, (Tangerang Selatan: 2014), P. 9

description. It means that, in description component, the students have to describe parts, characteristics of the objects and qualities.

c. Grammar

This element consists of the discussion of grammatical form and syntactic pattern. In measuring the writing ability, a teacher tests the sensitivity to the grammatical patterns appropriate to the writing genre. Grammatical features of describing the tense that is frequently used in descriptive text is present tense.

The description is from factual point of view.

d. Vocabulary

Writing vocabulary is all the words that can be employed in writing. Many written words did not commonly appear in speech, the researchers generally use a limited set of words when communicating.

e. Mechanics

Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The example of mechanic is when writing the first word of a paragraph, it must be intended.

The rules of mechanic try to make the writing seem consistent and clear.²⁴

7. Types of Writing Text

²⁴ Zulaikah, Eka Agustina, M. Muklas, An Analysis Student's Ability in Writing Decriptive Text of Second Semester of English Educational Program At STKIP Nurul uda Oku Timur: Jurnal Darussalam, Vol. X, No 1: 12-30. 2018

In this part, those following describe the communicative purpose or social function, schematic structure and linguistic feature that arrange from many different kind of text. Text is when these words are put together to communicate a meaning, a piece a text is created. It means that text is arranging of words to be a sentence in order to give a message to somebody. There are two main categories of texts- literary and factual.²⁵ Anderson and Anderson claim that there are two types of the text, they are literary and factual texts. Literary text consist of narrative, poetry, and drama. Factual genre has seven types of genre; they are recount, explanation, discussion, information report, exposition, procedure, and response.

Moreover types of writing relate to the genre. Hartoyo says that genre is a conventionalized form of speaking and writing which associated with particular communication events. Genre writing as a product or type of writing shows its distinctive features as shown by its organization, rhetoric structure, and or linguistics features. They are:

1. Spoof/recount is to retell an event with a humorous twist.
2. Recount is to retell an event for the purpose of informing or entertaining.
3. Report is to describe that the way things are: with reference to arrange of natural, man-made and social phenomena in our environment.
4. Analytical Exposition is to persuade the readers/listeners that something is the case.

²⁵ Mark Anderson, Kathy anderson, *Text Types In English*, (Australia: Macmillan, 1997), p. 1

5. News Item is to inform readers, listeners, viewers about events of the day which are considered newsworthy or important.
6. Anecdote is to share an account of an unusual or amusing incident.
7. Narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind which in turn finds a resolution.
8. Procedure is to describe how something is accomplished through a sequence of actions or steps.
9. Description is to describe a particular person, place or thing.
10. Hortatory Exposition is to persuade the readers or listeners that something should or should not be the case.
11. Explanation is to explain the process involved in the formation of workings of natural socio cultural phenomena.
12. Discussion is to present (at least) two points of view about an issue.
13. Review is to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts and ballets.
14. Spoof/Explanation is to explain the process involves in the formation (evaluation) of a socio cultural phenomenon (Teddy Bears), as though a natural phenomenon.²⁶

²⁶ Utami dewi, *How to write*. (Jakarta latansa press, 2013), p. 11-13

From the definition, it means that there are many kinds of text in English for teaching and learning, and the researcher concludes that text is an original word of something written, printed, or spoken to give information about something to one people to another.

8. Concept of Descriptive Text

Sometimes, we as social human might often describe something to know about something that we see. Then, this research, will take descriptive text because it is appropriate based on the materials in the English Curriculum for Junior High School. Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.²⁷ It differs from report which describes things, animals, persons, or others in general. In writing description, while it is possible to take time and set down details that will show with appropriate, to describe picture looks for example, what picture, what about, how many pictures, ect, to discribe someone the person height, shape of head, color of hair, look of eyes, ect. In order to be particular and interesting. We have to notice details and could to describe it in interperance. The social function of descriptive text is to describe particular person, things and place.²⁸ In short, writing a descriptive text is a way of picturing

²⁷ M Mursyid PW, *English learning Handout for Grade VIII: Learning Descriptive Text*, (SMPN 1 Kangdadap), P. 4

²⁸ Ibid, 4

images verbally in speech or writing arranging those images in order to the reader can feel the situation was described.

a. Generic Structure

The generic structure of descriptive text consists of identification and description.

1. Identification: it is part of paragraph which introduce or identify the character to be describes. It can be called general description of the subject. Usually it include objects name, kind of the object and etc.

2. Description: it is part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described in detail.²⁹

So, the reader can get clear description of the subject. This indicates that a descriptive text has two elements an element to identify phenomenon (identification) and another one (description) to portary parts, qualities, or characteristics. In addition, in general descriptive text consist of two elements as follow:³⁰

Table 2.1
Elements Text

| Text elements | Content |
|----------------|---|
| Identification | An introduction to the object/things described which includes who or what, when, where. |
| Description | A description of an object. For example the color, the size, the smell, |

²⁹ Siti Masitoh & Dasep Supriadi, "Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach(GBA) At The Eight Grade Students of SMP Islam Terpadu Fitrah Insani: ELTIN Journal Vol 3/1, April 2015, P. 41

³⁰ Lilies Setiasih Dadi, *How to write A Short Essay in English Academic Writing*, (Bandung: Afabeta, 2015), p. 171

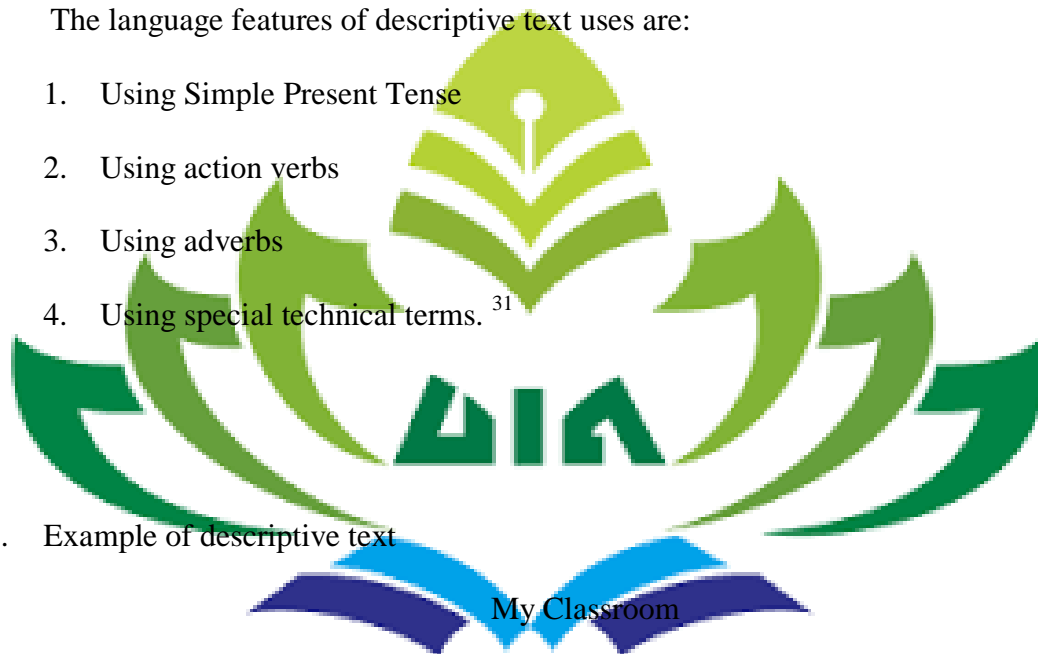
| | |
|------------|---|
| | <p>the taste, what makes it special, etc.</p> <p>For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special.</p> <p>For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.</p> |
| Conclusion | Summary Points |

b. Language features

The language features of descriptive text uses are:

1. Using Simple Present Tense
2. Using action verbs
3. Using adverbs
4. Using special technical terms.³¹

c. Example of descriptive text



My Classroom is next to the library. So, every morning, before the class started I read book at the library.

My classroom is painted in green. All the wall is green. And it has a lot of glasses window.

In my classroom, there is a white board, my teacher use the white board to write and give explanation to us. There is also an Indonesian flag in the corner.

There are a lot of tables and chair in my classroom. My friend and I use them when we are learning.

³¹ *Ibid*, p. 172

9. Aspect of writing Assessment

According to Harmer writing is language skill that involves language production and therefore as productive skill.³² There are five components to measure writing test in the profile of writing are adopted by Tribble:

1. Content

The measure the content of written product is not easy to do. In order to make the teacher or evaluator simple to count it, he applies several descriptor; it includes thesis statement, related ideas, development of ideas and development ideas through personal experience, illustration, facts, and opinions.

2. Organization

In organization there are six description that have to take in good written text. They are fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing and cohesive.

3. Vocabulary

The good writers have to enrich their vocabularies for their writing quality. But is not enough without chosen the correct vocabulary to the text. Tribble state that vocabulary into four descriptors: sophisticated range, effective words/ idiom choice and usage, word form mastery, and appropriate register.

4. Language Use

³² Jeremy Harmer, *The Practice of English Language Teaching* (3rd ed), (New York: Longman Publishing, 2006), P.16

As like the vocabulary, in writing evaluation, language use consists of eight descriptors: effective complex constructions, agreement, tense, number, words order/ function, articles, pronouns and preposition.

5. Mechanics

Mechanics are description about the spelling, punctuation, capitalization, paragraphing, and handwriting in written product. It is as basic of the evaluation in the profile of composition.³³

Based on the aspect of writing assessment above, all of them are important for the writing because each other have attachments. It means that in writing we must be mastered in many aspects. The following is the example of rubric on assessing the students' writing. It focuses on the students' ability in writing descriptive text using rapid writing strategy. They are: content (topic and details), organization (identification and description), grammar (use present tense and agreement), vocabulary, mechanics (spelling, punctuation, and capitalization).

10. Rapid Writing Strategy

a. Definition

Klassen explains that rapid writing strategy is a simple, highly structured way to get students thinking and writing about a topic. This strategy helps students to clarify

³³ Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University, 1996), p. 130

their thoughts by alternating between writing and thinking.³⁴ It can uncover the thoughts and emotions behind our initial reaction to a piece of content and it also builds the skill and practice of iteratively reviewing and revising throughout the writing.

Based on Brights' theory rapid writing strategy is an effective strategy that encourages fluency. In other word, this strategy can help the teacher to teach the student in fasting writing. The purpose is in order they can fluent in English writing.³⁵

Jfink states that this strategy is good to be used in the idea development phase. The purpose of it is to get as many of your ideas into paper for the purpose of organizing those ideas.³⁶ This strategy uses to collect the ideas from the text, after that the ideas develop into new text, but it still based on the first text. When students engage in rapid writing strategy at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

b. Purpose

1. Help students to start writing and ultimately to produce more writing.

³⁴ Thomas R. Klassen, *How To Succeed at University*, (Canada: UBC Press on Campus, 2015), P. 111

³⁵ Robin Bright, *Write Through The Grade: Teaching Writing in Secondary School*, (Canada: Portage and Main press).

³⁶ Jfink, in Eka Widi Riwayanti, "The Use of Running Dictation Game and Rapid Writing Strategies to improve the Students writing skills of the eight grade Students of MTS N Susukan in the Academic Year of 2017/2018, Disertai Program English Education Departmen of Teacher Training, IAIN Salatiga

2. Encourage fluency in generating ideas for writing on any topic, in any subject area.

3. Help students begin organizing ideas.

c. Payoff

Students will:

1. Rapidly generate fresh ideas about topics in any subject area.

2. Write down ideas without self-editing.

3. Generate raw material for more polished work.

4. Complete writing activities on time, overcome writer's block, and improve test-taking skills.

d. Tips of Rapid Writing Strategy

1. Write as fast as you can

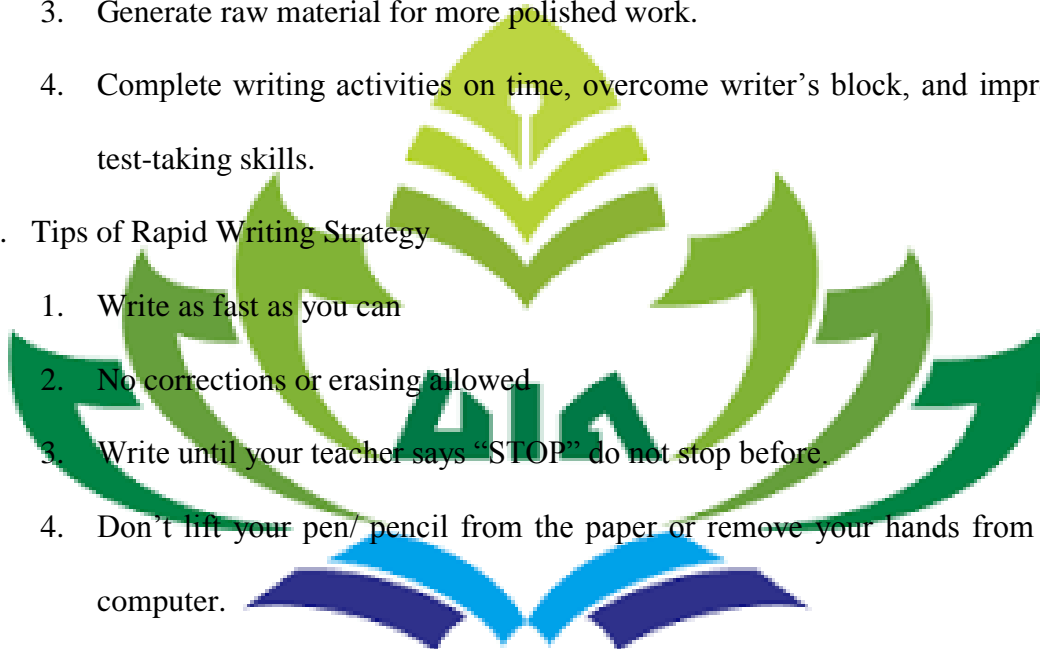
2. No corrections or erasing allowed

3. Write until your teacher says "STOP" do not stop before.

4. Don't lift your pen/ pencil from the paper or remove your hands from the computer.

5. If you get stuck, jump start your brain by writing the topic title and extending it to a sentence.

6. When your teacher says "stop" count and record the number of words you have written.



7. Be prepared to discuss your topic: use the writing you have done to start you off.³⁷

11. The Procedure of Rapid Writing Strategy

In this procedure, the teacher gives the students several topic and ask them to write about the topic few minute without stop it. Then, the teachers ask them to write, if they can not think about what they will write. The last, the teachers ask them to record the information in their written. Have three steps to teach by this strategies.³⁸

As follows:

Before : Plan a topic for rapid writing or invite the students to suggest topics.

What teachers do:

1. Explain that the purpose of rapid writing is to allow students to record what they know about the topic, subject, or activity, without worrying about repetition, spelling, grammar, or any other errors.
2. Give directions for rapid writing. See Student/Teacher Resource, *Tips for Rapid Writing*.

During : Give directions. See Student/TeacherResource, *Tips for Rapid Writing*.

What teachers do:

1. Give the signal to begin.

³⁷ Ontario ministry of Education, Think literacy: Cross Curricular Approaches, Grade 7-12 Writing Strategy. Rapid writing, 2014, p. 198

³⁸ Riana Oktavia ningrum, " The Implementation of Rapid Writing Strategy in Teaching Writing Descriptive Text at SMP Kyai Hasyim, (surabaya, 2019), P. 20-21

2. Time the students.
3. Give the signal for students to stop writing. (You may want to give them a one-minute warning.)

What students do:

1. At the starting signal, write or type as quickly as possible without stopping or making any corrections

After :

What teachers do:

1. Ask students to count the number of words they have written.
2. Ask who has at least some words, until only one or two hands remain up.
3. Discuss the topic, based on what the students have written. Encourage students who do not usually participate.
4. Focus the students' attention on how their rapid writing can be starting point for more polished pieces.
5. Alternatively, as a follow-up direct students to begin classifying and organizing their ideas.
6. Alternatively, organize students into small groups to share their rapid writing and to compose a short collaborative paragraph on the topic.

What students do:

1. Count and record the number of words.
2. Discuss the topic by reading aloud parts of what they have written.

3. In pairs, explain the thinking behind the categories used.³⁹

12. Advantages of Rapid Writing Strategy

Rapid writing strategy has many advantages for the students and teacher in writing process.

1. The students can explore their ideas into a paragraph. Besides that, the students can do communication skill by sharing ideas with their groups.
2. By using rapid writing strategy can motivate the students to do writing
3. This strategy is not only helping the teacher to give appraisal to the students' understanding of how to do writing but also helps the students to develop their ability in writing.⁴⁰

13. Disadvantages of Rapid Writing Strategy

Some of disadvantages are rather subjective. But usually, of course fast writing result in one making a lot of errors and also at times forgetting some important facts to add to the content.

14. Concept of WhatsApp Application

- a. Definiton of WhatsApp

³⁹ Ontario ministry of education, think literacy: cross curricular approaches, grade 7-12 writing strategy. Rapid writing, 2014, hal 97-99

⁴⁰ *Op.cit*, p. 21

With their increasing time, scope, and frequency of use, internet technologies have started to shape the way people form and share content and their way of communication. Social network, which are very popular among young people, are becoming prevalent due to their nature to meet the needs of individuals towards socialization. Their nature that focuses on individuals, started to shape users process of interaction and has become one of the important elements of the daily life.

Whatsapp is messaging app for smartphones with basic similar to Blackberry Messenger. WhatsApp Messenger is messaging App cross platform that allows use to exchange messages without the cost of SMS, because Whatsapp messenger uses the same internet data plan or email, web browsing and more.⁴¹

Lenhart, et al said that WhatsApp is a free messenger application that works across multiple platforms like iPhone and Android phones, and this application is being widely used among undergraduate students who sent multimedia messages like photos, videos, audios along with simple text messages.⁴² It means that WhatsApp is one of the media online application has many functions to get or share information like for sending instant messages that works on an internet data plan.

b. Advantages of using WhatsApp Application in Education

1. The impact of whatsapp on the process of education in other courses should also be researched.

⁴¹ Noer Intan Br Gurusinaga, "The contribution of chat using WhatsApp on the students ability in developing english writing" sixth semester of english department at UINSU, Medan, 2018.

⁴² Amanda Lenhart, et al. *Teens and Social Media*, (Washington, DC: Pew Internet & American Life Project, 2007), p.4

2. Necessary precautions should be taken to minimize the drawbacks expressed by the students.
3. With reference to the students' opinion that the images increased their interest in the topic, studies which include other multimedia elements(audio, video, animation, etc.) should be conducted and their impacts be compared.⁴³

From the advantages above, it could be concluded that the WhatsApp helped the teacher and the students did online learning. It provided faster and easier communication among the students and developed their sharing ideas in WhastApp group.

c. Disadvantages of WhatsApp Application

1. Only smartphones are supported, many people still dont have them.
2. You must have acces to internet to send and receive messages for free.
3. It can be annoying sometimes due to constant messages.⁴⁴

B. FRAME OF THINKING

English is one of international languages that must be mastered. The people use it to interact and communicate each others, In Indonesia, English has been taught in Indonesia since Junior High School. In learning English, the students are going to learn about the four skills. They are listening, speaking, reading, and writing. Writing

⁴³ Levent Centinkaya, *The Impact of WhatsApp Use on Succes in Education Process*, November 2017.

⁴⁴ *Ibid.* Amanda Lenhart

is the last skill of English subject. Most of students say that writing is the most difficult skills in English.

Writing becomes the difficult skill because it contains of some components of language that should be mastered by the students such as spelling, grammar, punctuation, and others. Besides, writing is also the way to communicate with other people through piece of paper. In writing, the students are going to write about their idea, minds, feelings, and others in order to communicate or give the information.

English, especially writing, is a difficult subject to be learnt. In order to help the students in learning writing, an English teacher must have a good strategy to teach. In this case, the teacher is going to teach the students by using rapid writing in teaching writing descriptive text. Same as other writing, descriptive text also need an idea to write. By using rapid writing, the students can learn more actively and more creatively. Rapid Writing can help or guide the students in exploring the idea.

Walsh and Beth argue that teacher poses questions help the students make a new concept and idea.⁴⁵ Therefore, in order to achieve the aim of teaching English and encourage students' motivation in learning English, especially writing descriptive text, the writing assumes that using Rapid Writing can give influence to the students' descriptive text writing ability.

C. Hypothesis

Based on frame of theories and frame of thinking the hypotheses as follows:

⁴⁵ Jackie A Walsh and Beth, Sattes D, *Quality Questioning: Research – Based Practice to Engage Every Learner*, (London : A Joint Publication, S2005), p. 22

H_0 : There is no significant influence of using rapid writing strategy toward students' descriptive text writing ability at the second semester of the eighth grade of MTs Hasanuddin Kupang Teba Teluk Betung in academic year of 2020/2021.

H_a : There is significant influence of using rapid writing strategy toward students' descriptive text writing ability at the second semester of the eighth grade of MTs Hasanuddin Kupang Teba Teluk Betung in academic year of 2020/2021



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